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ABSTRACT

A research project attempted to obtain data regarding the characteristics and background of provisionally-registered teachers in Queensland, Australia. Board of Teacher Education reports on 3,334 provisionally-registered teachers between December 1982 and July 1984 were analyzed in regard to: demographic characteristics such as age, sex, qualifications, teaching experience, and levels previously taught; characteristics of schools where provisionally-registered teachers were appointed; concentration of provisionally-registered teachers in schools; and principals' comments on the teachers' effectiveness. Results indicated that most of the teachers held a Diploma of Teaching. About 24 percent had prior teaching experience. Provisionally-registered teachers were appointed to 1,146 kindergarten through postsecondary classrooms, accounting for 43 percent of all such classrooms in Queensland. The overwhelming majority of principals' comments regarding these teachers was positive. A copy of the principal's report form is appended. (CB)

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Board of Teacher Education Queensland

PROVISIONALLY REGISTERED TEACHERS IN QUEENSLAND

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An analysis of their characteristics, the schools to which they were appointed and principals' comments

Board of Teacher Education, Queensland
P.O. Box 389, Toowong, Q. 4066.
June 1985

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CONTENTS

	Page
INTRODUCTION	1
CHARACTERISTICS OF PROVISIONALLY REGISTERED TEACHERS	1
CHARACTERISTICS OF SCHOOLS TO WHICH PROVISIONALLY REGISTERED TEACHERS APPOINTED	6
CONCENTRATION OF PROVISIONALLY REGISTERED TEACHERS APPOINTED TO SCHOOLS	7
ANALYSIS OF PRINCIPALS' COMMENTS	10
SUMMARY OF FINDINGS	22
APPENDIX: PRINCIPAL'S REPORT FORM	23

INTRODUCTION

Under the Queensland Education Act, to be eligible to be fully registered as a teacher by the Board of Teacher Education, a person must possess qualifications and experience acceptable to the Board for this purpose. Normally, the person must first provide evidence of having successfully completed a course of teacher education accredited by the Board, after which provisional registration is granted. Secondly, he or she must complete one year of teaching service to the satisfaction of the Board, upon which full registration is granted.

When the provisionally registered teacher is appointed to a school, the Board writes to the principal advising that the Board will be seeking a report on the teacher towards the end of the teacher's period of provisional registration. After the provisionally registered teacher has taught for one year, the Board again writes to the principal and requests a report on the teaching performance of the provisionally registered teacher. When a teacher is not directly responsible to a principal, an appropriate superior officer (e.g. regional pre-school officer, inspector of schools) is asked to complete the report. Principals are asked to comment, in particular, on four areas: relationship with students, approaches to teaching, professional qualities and knowledge base for teaching. A copy of the Principal's Report form is given in the appendix.

A summary of characteristics believed desirable for effective teachers is provided on the reverse side of the form. The summary was derived from a research project undertaken by the Board in which opinions on the desirable characteristics of teachers were obtained from large samples of teacher educators, school inspectors, principals, experienced teachers and beginning teachers. Principals are invited to use the summary as a guide when commenting on provisionally registered teachers.

The principal is requested to recommend that full registration be granted, that provisional registration be extended or that provisional registration be cancelled.

The reports submitted by principals, together with the personal, educational and employment details contained in teachers' applications for registration, provide a source of data concerning the characteristics and perceived qualities of newly registered teachers in Queensland. This report presents information obtained from an analysis of the Board's records concerning those provisionally registered teachers for whom principals' reports were completed in the period December 1982, when the new style of principal's report was adopted, to July 1984.

This report presents data on the following areas:

- the characteristics of provisionally registered teachers, including age, sex, qualification, teaching experience and levels previously taught (if any)
- the characteristics of schools to which provisionally registered teachers were appointed
- the concentration of provisionally registered teachers in schools
- principals' comments on provisionally registered teachers.

CHARACTERISTICS OF PROVISIONALLY REGISTERED TEACHERS

Age and Sex

Reports on a total of 3334 provisionally registered teachers (2397 women and 937 men) were completed by principals between December 1982 and July 1984. Most of these teachers (91 per cent) were appointed to schools between January 1982 and January 1983. Of the 3334 provisionally registered teachers, 2524 or about three-quarters did not have any teaching experience prior to applying for registration in Queensland.

Table 1 indicates the age of teachers when appointed to schools.

Table 1: Age of teachers on appointment to school

AGE (years)	EXPERIENCED TEACHERS (n=810) %	BEGINNING TEACHERS (n=2524) %	ALL TEACHERS (n=3334) %
20-25	6	67	53
26-30	19	7	10
31-40	36	4	12
41-50	12	1	4
51-65	2	*	1
Not available	24	20	20

* Less than 1 per cent

Overall, 27 per cent of the teachers were 26 years old or more when they were appointed to school: in addition, data were not available on the ages of 20 per cent of the teachers. As would be expected, teachers with experience had a higher average age than teachers without experience. As shown in Table 2, 70 per cent of the experienced teachers were more than 25 years of age, compared with 13 per cent of the beginning teachers.

Qualifications

Details of the types of pre-service qualifications held by provisionally registered teachers and the institutions or locations of institutions at which these qualifications were obtained are shown in Table 2.

Table 2: Pre-service qualification and institution at which teacher education qualification gained

		INSTITUTION/LOCATION OF INSTITUTION								TOTAL	
		QUEENSLAND INSTITUTIONS						NSW INST.	OTHER AUST. INST.	OVER-SEAS INST.	
		UQ	JCUNQ	BCAE	DDIAE	CIAE	McAuley				N	%
Certificate of Teaching		-	-	72	-	-	-	56	26	9	163	(5)
Diploma of Teaching		-	162	1191	133	69	129	197	133	9	2023	(62)
Degree + Dip.Ed./Grad.Dip.T.		295	-	149	-	-	-	110	67	9	630	(19)
Other*		73	34	36	-	-	-	54	94	172	463	(14)
TOTAL	N	368	196	1448	133	69	129	417	320	199	3279**	
	%	(11)	(6)	(44)	(4)	(2)	(4)	(13)	(10)	(6)		(100)

* Includes Diploma + Dip.Ed./Grad.Dip.T., and B.Ed.
** Data were unavailable for 55 teachers

Table 2 shows that the majority of provisionally registered teachers (62 per cent) held a Diploma of Teaching as a pre-service qualification. Of those teachers holding a Diploma of Teaching, 59 per cent had gained their qualification at the Brisbane College of Advanced Education. In all, 44 per cent of teachers gained their pre-service teaching qualifications at that institution. It is interesting to note that almost one-quarter of the provisionally registered teachers had gained their pre-service qualifications from other Australian states, while a further 6 per cent had overseas qualifications.

The types of qualifications held by experienced teachers and beginning teachers are shown in Table 3.

Table 3: Pre-service qualifications of experienced and beginning teachers

QUALIFICATION	TYPE OF TEACHER	
	EXPERIENCED (N=810) %	BEGINNING (N=2524) %
Certificate of Teaching	20	-
Diploma of Teaching	26	72
Degree plus Dip.Ed./ Grad.Dip.T.	17	20
Other*	37	8

* Includes Diploma and Dip.Ed./Grad.Dip.T., and B.Ed.

Seventy-two per cent of the beginning teachers held a Diploma of Teaching and 20 per cent held a degree plus graduate diploma. A much smaller proportion (26 per cent) of experienced teachers held a Diploma of Teaching as a pre-service qualification. A higher proportion of experienced teachers than beginning teachers held a Certificate of Teaching or pre-service qualifications classified as "other".

Thirty-seven per cent of the experienced teachers held an in-service qualification. These consisted of Diploma of Teaching (8 per cent), Bachelor of Education (4 per cent), other Bachelor's degrees (10 per cent) and other qualifications (16 per cent).

Experienced Teachers: Previous Teaching Experience

The locations at which the experienced teachers gained the majority of their previous teaching experience prior to application for registration are shown in Table 4.

Table 4: Experienced teachers: location of major previous teaching position

LOCATION	NUMBER OF TEACHERS	PERCENTAGE OF TEACHERS
Queensland	80	10
New South Wales	191	24
Victoria	140	17
Other Australian states	114	14
New Zealand	51	6
United Kingdom	49	6
United States of America	12	1
Other Overseas	91	11
Not specified	82	10
TOTAL	810	100

Only 10 per cent of the experienced teachers gained the majority of their previous experience in Queensland; 55 per cent gained their major previous experience in another Australian state; 25 per cent had gained the majority of their previous experiences overseas.

The equivalent full-time years of teacher experience of these teachers are shown in Table 5.

Table 5: Experienced teachers: equivalent full-time teaching experience

NUMBER OF YEARS' EXPERIENCE	NUMBER OF TEACHERS	PERCENTAGE OF TEACHERS
5 years or less	373	46
6 to 10 years	245	30
11 to 15 years	101	13
More than 15 years	80	10
Not specified	11	1
TOTAL	810	100

Almost one-half of the experienced teachers had fewer than six years' teaching prior to application for registration in Queensland, while 23 per cent had more than 10 years' teaching experience.

Table 6 shows the levels at which experienced teachers had gained the majority of their prior experience.

Table 6: Experienced teachers: level previously taught

LEVEL	NUMBER OF TEACHERS	PERCENTAGE OF TEACHERS
Pre-school	26	3
Primary	332	41
Secondary	350	43
TAFE	44	5
Special education	17	2
Other/not specified	41	5
TOTAL	810	100

Table 6 shows that a large majority of teachers had previously taught at either the primary or secondary level.

CHARACTERISTICS OF SCHOOLS TO WHICH PROVISIONALLY REGISTERED TEACHERS APPOINTED

The 3334 provisionally registered teachers about whom data were obtained for this report were appointed to a total of 1180 different schools and institutions. Table 7 indicates the types of schools and institutions involved. Provisionally registered teachers were appointed to 43 per cent of the schools, pre-schools and kindergartens and TAFE colleges in Queensland.

Table 7: Schools and institutions to which provisionally registered teachers appointed*

	LEVEL OF SCHOOL					
TYPE OF SCHOOL	KINDER-GARTEN/PRE-SCHOOL	PRIMARY	SECOND-ARY	SPECIAL	TAFE	TOTAL
Government	102	493	145	62	22	824
Non-government	32	166	112	12	n.a.	322
TOTAL	134	659	257	74	22	1146

* Thirty-four institutions or bodies (e.g. Regional Offices, Department of Education) are not included in this table.

Seventy-two per cent of the schools to which provisionally registered teachers were appointed were government schools: 74 per cent of the teachers were appointed to these government schools. More than half of the schools to which provisionally registered teachers were appointed were primary schools.

The number of teachers on the staffs of the 1146 schools and institutions to which provisionally registered teachers were appointed is shown in Table 8.

Table 8: Number of teachers in schools and institutions to which provisionally registered teachers appointed

NUMBER OF TEACHERS IN SCHOOL	NUMBER OF PROVISIONALLY REGISTERED TEACHERS APPOINTED TO SCHOOLS	PROPORTION OF PROVISIONALLY REGISTERED TEACHERS APPOINTED TO SCHOOLS
1 - 5	278	9
6 - 10	216	7
11 - 20	613	19
21 - 40	1075	34
41 - 60	431	13
61 - 80	357	11
More than 80	205	7

It can be observed from the table that 278 or 9 per cent of provisionally registered teachers were appointed to schools with one to five teachers on staff, while in all, 16 per cent were teaching in schools with ten or fewer teachers. The findings reveal, however, that most provisionally registered teachers would have had a number of experienced colleagues to turn to for assistance: 65 per cent of experienced teachers were appointed to schools with more than twenty teachers on staff.

From an analysis of the geographical locations of the schools and institutions to which provisionally registered teachers were appointed, it was found that 35 per cent obtained positions in schools in the Brisbane metropolitan area, 26 per cent in other south-east Queensland areas, 25 per cent in coastal areas north of Gympie and 14 per cent in western or isolated areas.

A recent analysis of the Board of Teacher Education computer records[1] revealed that, of fully registered teachers, only 4 per cent were teaching in western Queensland schools (although there was a slight difference in the definition of "western Queensland" in that study compared with the one used in this report). Nevertheless, the former study showed that 13 per cent of teachers in western Queensland schools were provisionally registered, while for the remainder of Queensland, provisionally registered teachers comprised only 7 per cent of all teachers.

CONCENTRATION OF PROVISIONALLY REGISTERED TEACHERS APPOINTED TO SCHOOLS

This section provides information on the 806 schools to which provisionally registered teachers were appointed in 1983. The number of provisionally registered teachers appointed to these schools is shown in Table 9.

1 McSwan, D. A Preliminary Profile of Teacher Characteristics in Western Queensland. Unpublished paper. James Cook University of North Queensland, 1985.

Table 9: Numbers of provisionally registered teachers appointed to schools and institutions in 1983

NUMBER OF PROVISIONALLY REGISTERED TEACHERS APPOINTED 1983	NUMBER OF SCHOOLS AND INSTITUTIONS	PERCENTAGE OF SCHOOLS
1	449	56
2	183	23
3	77	10
4	42	5
5	24	3
6	13	2
7	6	1
8	6	1
9	3	*
10	3	*
TOTAL	806	100

* Less than 1 per cent

Table 9 shows that only one provisionally registered teacher was appointed to each of 449 schools, or 56 per cent of the schools to which provisionally registered teachers were appointed in 1983. Twelve per cent of schools had four or more provisionally registered teachers appointed in 1983.

The schools which had submitted reports on more than six provisionally registered teachers are listed below. The number of teachers involved is indicated in brackets. Schools with a high number of provisionally registered teachers may vary from year to year, and thus those schools listed below as having more than six provisionally registered teachers appointed in 1983, may not be the same schools as would appear in a similar list in other years.

Primary Schools

Clermont State School (8)
Collinsville State School (8)
Raceview State School (8)
Cloncurry State School (7)

Secondary Schools

Bremer State High School (10)
Hervey Bay State High School (10)
Blackwater State High School (10)
Mackay State High School (9)
Glenmore State High School (9)
Southport State High School (9)
Emerald State High School (8)
Miami State High School (8)
Toolooa State High School (8)
Kingston State High School (7)
Merrimac State High School (7)
Miles State High School (7)
Lourdes Hill College (7)
Ipswich Grammar School (7)

Some of these schools (Clermont, Collinsville, Cloncurry, Blackwater, Emerald, Miles) are located in the more isolated parts of Queensland.

The fact that many of these schools employed considerable numbers of provisionally registered teachers is not surprising if total staff numbers are considered. Many of the schools were amongst the largest involved in the analysis with fifty to 107 teachers on staff. A number however, had high ratios of total staff to provisionally registered staff. Miles State High School, for example, had employed seven provisionally registered teachers out of a total staff of twenty-one. Other schools listed above which had a high proportion of provisionally registered teachers were: Clermont State School, Cloncurry State School and Blackwater State High School.

There were three other schools, not listed above, which had at least five provisionally registered teachers appointed in 1983 and in which the provisionally registered teachers comprised more than 20 per cent of total staff. These schools, all in western Queensland, were Alpha State School, (five provisionally registered teachers out of a total staff of eleven), Cunnamulla State School (five out of twenty-two) and Charleville State High School (six out of twenty-six).

An analysis was carried out on all schools to determine, for each school, the proportion of the staff which was provisionally registered. This percentage ratio was calculated as follows:

$$\frac{\text{Number of provisionally registered teachers appointed in 1983} \times 100}{\text{Total number of teachers on staff}}$$

Table 10 indicates the results of the calculations.

Table 10: Percentage ratio of provisionally registered teachers to total staff

PERCENTAGE RATIO	NUMBER OF SCHOOLS	PERCENTAGE OF SCHOOLS
1 - 10	473	59
11 - 20	159	20
21 - 30	50	6
31 - 40	35	4
41 - 50	27	3
Greater than 50	33	4
Not calculable	29	4
TOTAL	806	100

Table 10 shows that in 473 schools between 1 per cent and 10 per cent of the teachers on staff were provisionally registered. In 11 per cent of the schools and institutions, provisionally registered teachers made up more than 30 per cent of the staff. Most of these schools had very small staff numbers. For example, there were a

considerable number of schools, employing one provisionally registered teacher, which had three teachers on staff; a percentage ratio of 33 would be calculated for these schools. Moreover, of the ninety-five schools which had a staff made up of more than 30 per cent provisionally registered teachers, sixty-two were pre-schools or kindergartens. The remaining schools in this category comprised twenty-seven primary schools, two secondary schools and four special schools. As already noted, most of the primary schools were those where there was one provisionally registered teacher out of a total staff of three.

ANALYSIS OF PRINCIPALS' COMMENTS

As previously described, principals are requested to provide a report on the provisionally registered teacher's teaching performance after one year's teaching at the school. Comment is sought on four aspects of teaching: relationship with students, approaches to teaching, professional qualities and knowledge base for teaching. To assist principals, a list of teacher qualities is provided on the reverse of the report form.

Coding of comments for the purposes of analysis

For the purposes of analysis, principals' comments concerning the characteristics listed on the report form were coded as follows:

0 = no comment
1 = a positive comment
2 = a comment that the quality is improving
3 = a negative comment.

Efforts were made to check the reliability of the coding scheme adopted. A set of 25 reports was independently coded by three people and the resulting codes compared. The codes assigned differed in only a few instances. Reasons for the differences were discussed and the coding categories were more clearly defined as a result. One coder was subsequently employed in the coding of comments for the analysis reported here.

It is acknowledged that the coding scheme was not able to capture the full flavour of principals' comments. For example, the two comments below would be coded the same, while the impressions they give the reader are somewhat different:

> *"Genuine interest for children. Provides an appropriate atmosphere for learning."*
>
> *"She displays an active concern for her students in developing their abilities. She encourages children to think and want to volunteer in class. She has established a happy, positive learning environment where children are responsive to her teaching methods."*

General nature of principals' comments

Based on the scheme devised to code comments, principals made an average of 9.5 comments for each teacher for whom they were completing a report. The number of comments given, however, ranged considerably from nil to thirty-one. Principals of government schools made an average of nine comments, while principals of non-government schools tended to say slightly more with an average of eleven comments. The vast majority of comments were of a positive nature: few comments were made about weaknesses in teaching performance.

The nature of principals' comments varied considerably. Some principals were extremely brief and simply wrote, for example, "satisfactory" or "very good". Others made quite substantial statements detailing teachers' qualities and skills. The majority of principals

appeared to select comments from the sample list provided on the form. Some reproduced the sample comment verbatim, while others gave expanded versions of the basic idea suggested by it.

There was evidence to suggest that the number and nature of comments made by principals was greatly influenced by personal reporting style and not just the qualities displayed by the provisionally registered teachers. Consider the following sets of comments reproduced verbatim from the reports completed by three different principals (referred to as Principals 1, 2 and 3).

Table 11: Examples of reports submitted by three principals

A. Reports submitted by Principal 1

SECTION OF REPORT FORM	COMMENTS CONCERNING: TEACHER 1	TEACHER 2	TEACHER 3
Relationship with students	Satisfactory	Satisfactory	Excellent
Approaches to teaching	Good	Satisfactory	Excellent
Professional qualities	Good	Satisfactory	Excellent
Knowledge base for teaching	Good	Satisfactory	Excellent

B. Reports submitted by Principal 2

SECTION OF REPORT FORM	COMMENTS CONCERNING: TEACHER 4	TEACHER 5	TEACHER 6
Relationship with students	Has developed some sound communication techniques in the classroom	A warm supportive approach	Has developed a good rapport with students
Approaches to teaching	Skilful use of questioning technique has been demonstrated	Skilful motivation of students in encouraging artistic endeavours is obvious	Skills in evaluation techniques and questioning are evident
Professional qualities	An awareness of professional responsibilities has been developed	A hard working, co-operative opproach to teaching	Works co-operatively with others. Has a responsible attitude
Knowledge base for teaching	Sound knowledge of subject areas	A broad knowledge and competence in art	Sound knowledge of subject and child development

Table 11: contd

C. Reports submitted by Principal 3

SECTION OF REPORT FORM	COMMENTS CONCERNING: TEACHER 7	TEACHER 8	TEACHER 9
Relationship with students	Has ability to communicate effectively with students, parents and professional colleagues. Good rapport with students who respond to her warm personality and expert knowledge. Patient and flexible in her teaching approach. Willing to listen to and take advice from senior staff members.	Communicates well with students who respond to his lucid and firm approach. Enthusiastic in his teaching role, and displays a genuine interest in children. Patient and self-controlled, maintains a dignified approach to students and a calm industrious atmosphere in the classroom. Flexible in approach and confident to perform teaching and professional tasks connected with his teaching.	Is able to communicate effectively with students, parents and professional colleagues. Is enthusiastic and committed. Has rapport with students who respond to her lively, bright and outgoing manner. Creates a good atmosphere in the classroom and is skilful in counselling students. Confident and assured but willing to listen to and take advice.
Approaches to teaching	Good firm discipline - very adequate teaching programs and classroom management techniques. A good flexible approach with both material and attitude towards students of of varying abilities. Assessment and reporting is good.	Good discipline. Has broad general knowledge and excellent specific subject knowledge. Plans lessons carefully and has expertise in curriculum development areas especially programs for slow learners. Can teach equally successfully to both high and low achievers but cannot tolerate fools. Good assessment and reporting, skillful in questioning and very flexible in approach.	Maintains good, fair discipline and has expertise in her teaching areas. Good lesson preparation with more than adequate presentation. Presents a variety of experiences to her pupils and deals competently with all ability ranges but particularly skilful with slow learners. Assessment and reporting - good.
Professional qualities	Good speaking voice, pleasant to listen to. Highly industrious and seeks and accepts advice. Popular with colleagues. Highly professional in manner, responsibility, punctuality and appearance.	Seeks and accepts advice and has a good relationship with his colleagues. Good speaking skills - easy to comprehend and listen to. Very industrious in both teaching and extra curricular activities displaying a high standard of professionalism. Always punctual and of good appearance.	Good speaking voice - pleasant to listen to. Seeks and accepts advice. Highly industrious and aware of professional responsibilities, always punctual and of good appearance.

Table 11: contd

C. Reports submitted by Principal 3 contd

SECTION OF REPORT FORM	COMMENTS CONCERNING: TEACHER 7	TEACHER 8	TEACHER 9
Knowledge base for teaching	General knowledge and specific knowledge in teaching areas is very good. Willing to participate in professional development activities. Has some knowledge of child growth and development and is aware of social and cultural influences on educational practices commensurate with a one-year experienced teacher.	Willing to participate in professional development activities and has a good knowledge of child growth and development. Is aware of social and cultural influences on educational practices.	Very sound background of subject matter and general knowledge. Participates in professional development activities. Has a good knowledge and understanding of the growth and development of students and is very aware of social and cultural influences on educational practices especially pertaining to her careers work.

It can be observed that Principal 1 adheres to a standard scale of "satisfactory", "good" or "excellent" when commenting on teachers and does not provide a detailed indication of the characteristics displayed by teachers. This principal retained this standard reporting style when recommending that a teacher not be granted full registration. He commented as follows for the four areas of teaching performance of this teacher: "satisfactory, below average, satisfactory, below average".

Principal 2 displays a tendency to provide more detail regarding teachers, but nevertheless prefers to keep comments brief. He generally draws his comments from the sample list provided on the reverse of the report form.

Principal 3, in contrast, has adopted a more comprehensive reporting style. There is evidence of her having referred to the sample list of characteristics provided on the form, but she also adds a more personal touch by expanding her comments beyond this.

The tendency for principals to display a particular reporting style was clearly evident throughout the reports analysed. The reporting style demonstrated by a principal was also observed to be consistent over time. Principal 1, for example, completed reports on Teacher 1 in 1983, Teacher 2 in 1984 and Teacher 3 in 1982. It may also be observed from the examples given above that principals sometimes tended to repeatedly make comments about the same set of characteristics. When commenting on professional qualities, for example, Principal 3 repeatedly refers to such qualities as speaking voice, industry and professionalism. It is probable that principals are more likely to comment on the characteristics that they perceive to be of most importance or relevance to being a good teacher.

Moreover, the context in which the teacher is working may exert some influence on the types of comments made by principals. Discipline, for example, while posing major problems in some schools, may require little attention in others. Principals' opportunities for observing teacher skill in maintaining discipline and therefore their likelihood of making comments will vary accordingly.

The types of issues outlined above pose some difficulties with respect to interpreting the information provided on principals' reports. The likelihood of a principal commenting on a particular characteristic may be related to a number of variables, including:

- the extent to which the teacher demonstrates the characteristic;
- the importance or relevance the principal attaches to the characteristic;
- the extent to which the characteristic is likely to be displayed in the particular school context involved; and
- the principal's reporting style.

Frequency of Principals' Comments concerning Teacher Qualities

Table 12 lists the complete set of characteristics which appear on the reverse side of the principals' report forms issued by the Board of Teacher Education and indicates the number of mentions each characteristic received in the reports analysed. In addition, other characteristics, not listed on the form but which were mentioned frequently by principals, are also listed. These latter characteristics are indicated with asterisks. "Good rapport with students", for example, was mentioned in 792 teachers' reports although it was not listed on the form.

Table 12: Teacher qualities mentioned in principals' reports

TEACHER QUALITY	NUMBER OF TEACHERS				PERCENTAGE OF TOTAL NO. OF TEACHERS (n = 3334)
	Positive mention	Mentioned as improving	Negative mention	TOTAL	
(a) Relationship with Students					
. genuine interest in and liking for children or young people	1306	2	-	1308	39
. warm approach	1173	7	8	1188	36
. enthusiasm in carrying out teaching role	1095	3	7	1105	33
. commitment to teaching	1023	7	5	1035	31
. ability to communicate effectively with students	804	10	25	839	25
. good rapport with students*	782	8	2	792	24
. confidence in ability to perform teaching tasks	597	90	18	705	21
. ability to provide an appropriate atmosphere for learning	547	8	16	571	17
. patience and self-control	445	8	9	462	14
. flexibility in approach to teaching	339	9	6	354	11
. respect for opinions of others	228	1	4	233	7
. supportive*	180	2	1	183	5
. skill in interpersonal relationships	74	10	7	91	3
. resilience in the face of failure	79	2	3	84	3
. general comment or comment not covered by the above	459	29	12	500	15
(b) Approaches to Teaching					
. ability to prepare and plan teaching programs	1839	47	24	1910	57
. ability to maintain appropriate discipline	1222	113	79	1414	42
. uses appropriate teaching methods and techniques*	1131	110	19	1260	38
. ability to cater for individual differences	865	25	17	907	27
. familiarity with curriculum guides, their aims and objectives	617	62	9	688	21
. ability to use classroom management techniques	435	74	38	547	16
. ability to use assessment techniques in reporting and feedback	443	18	7	468	14
. skill in using questioning techniques	153	33	14	200	6
. ability to motivate students*	152	3	6	161	5
. innovative/creative*	141	-	-	141	4
. makes use of library and audiovisual resources*	129	-	3	132	4
. general comment or comment not covered by the above	459	25	4	488	15

Table 12: contd

TEACHER QUALITY	NUMBER OF TEACHERS				PERCENTAGE OF TOTAL NO. OF TEACHERS (n = 3334)
	Positive mention	Mentioned as improving	Negative mention	TOTAL	
(c) Professional Qualities					
. ability to work in co-operation with other members of staff	1747	11	17	1775	53
. willingness to accept advice and guidance	1445	7	33	1485	45
. industrious approach to teaching	1238	3	8	1249	37
. awareness of professional responsibilities	1161	28	22	1211	36
. readiness to seek advice	696	4	24	724	22
. concern for appearance	546	2	2	550	16
. concern for punctuality	543	1	4	548	16
. willingness to be involved in extra-curricula activities*	350	1	1	352	11
. proficiency in the use of English	160	3	2	165	5
. general comment or comment not covered by the above	641	13	3	657	20
(d) Knowledge Base for Teaching					
. background knowledge of subject matter in curriculum areas	1584	88	15	1687	51
. willingness to participate in professional development activities	1209	4	5	1218	37
. knowledge of child growth and development	499	34	6	539	16
. broad, general knowledge	381	2	-	383	11
. awareness of social and cultural influences on educational practices	300	11	1	312	9
. general comment or comment not covered by the above	784	32	5	821	25

It can be observed from the table that the vast majority of teachers' characteristics were described in positive terms. Negative comments, or comments that the characteristic was improving represented 5 per cent of the total comments made. The teacher qualities which, however, were most frequently judged to be either lacking or improving were:

- ability to maintain appropriate discipline;
- uses appropriate teaching methods and techniques;
- ability to use classroom management techniques;
- confidence in ability to perform teaching tasks; and
- background knowledge of subject matter in curriculum areas.

Given that the majority of teachers were in their first year of teaching, it is understandable that weaknesses in these particular areas were mentioned. It should be noted, however, that only very small proportions of teachers were actually rated as lacking these qualities.

The ten characteristics which received the most frequent comment from principals were:

Relationship with pupils

- genuine interest in and liking for children or young people.

Approaches to teaching

- ability to prepare and plan teaching programs;
- ability to maintain appropriate discipline;
- uses appropriate teaching methods and techniques.

Professional qualities

- ability to work in co-operation with other members of staff;
- willingness to accept advice and guidance;
- industrious approach to teaching;
- awareness of professional responsibilities.

Knowledge base for teaching

- background knowledge of subject matter in curriculum areas;
- willingness to participate in professional development activities.

A number of teacher characteristics listed on the principal's report form stand out due to the relative lack of mention they received by principals. These characteristics were:

- skill in interpersonal relationships;
- resilience in the face of failure; and
- proficiency in the use of English.

This should not be interpreted as meaning that teachers did not demonstrate these qualities. It might be, for example, that principals did not consider these qualities as relevant as others to successful teaching.

The Relationship of Teacher Performance to Various Background Characteristics

Analyses of principals' comments were carried out to determine if any systematic relationship existed between reports of teaching performance and various other factors

such as teacher age or type of school. The results of these analyses are discussed below.

Sex

Teacher sex and school level taught (e.g. primary, secondary) were related. In fact, 60 per cent of male provisionally registered teachers were teaching at the secondary level, compared with only 39 per cent of female teachers. In order to take account of this, separate analyses of principals' comments were performed for both the primary and secondary school levels.

Regardless of school level , however, there were virtually no differences observed between the comments made by principals in relation to men and women teachers. Differences that were noted were fairly minor. Secondary women teachers, compared to their male colleagues, were more frequently reported to have a warm approach to their students (32 per cent of women compared to 22 per cent of men teachers). No such difference, however, was noted at the primary level. Moreover, women teachers at both the primary and secondary levels were more frequently rated as having an industrious approach to teaching, and as possessing an ability to prepare and plan teaching programs.

Age and teaching experience

Principals' comments concerning teachers were crosstabulated according to age and teacher type (beginning teacher or experienced teacher).

For most teacher qualities, principals' comments did not vary systematically according to teachers' age or teaching experience. A few points of interest, however, were observed.

Willingness to accept advice and guidance was mentioned by principals in relation to younger teachers more frequently than in relation to older teachers and more frequently in relation to beginning teachers than to experienced teachers. This comment was made about 48 per cent of beginning teachers and about 28 per cent of experienced teachers.

Older teachers and experienced teachers were slightly more often reported to be aware of professional responsibilities and to possess a broad general knowledge.

Knowledge of child growth and development was more frequently attributed to teachers with some previous experience. The frequency with which this characteristic was mentioned was not, however, related systematically to teachers' age.

Pre-service qualification of new graduates

It was observed that school level and pre-service qualifications were related: secondary school teachers, for example, were more likely than primary school teachers to hold a non-education degree plus a one-year graduate teaching qualification. To take account of this, analyses of principals' comments in relation to new graduates only were performed separately for primary and secondary levels.

Regardless of school level, however, very few differences were noted between the comments made by principals in relation to teachers holding Diplomas of Teaching and those holding a degree plus a teaching qualification. The differences that were observed at the primary level included:

- teachers with a Diploma of Teaching were more frequently reported to be confident in their ability to perform teaching tasks, to be willing to participate in professional development activities and to accept advice and guidance;

- teachers with a non-education degree plus teaching qualification were more frequently reported to be committed to teaching, and to possess a broad general knowledge.

At the secondary level, only one difference of notable size was observed. Teachers holding a Diploma of Teaching were slightly more frequently described as having an ability to maintain appropriate discipline.

Pre-service institution of new graduates

A number of factors require consideration when principals' comments are analysed in relation to pre-service institution. Pre-service institution, pre-service qualification, school level (i.e. primary, secondary, etc.) and school type (i.e. government, non-government), for example, are all interrelated. Given the nature of the data available, it is difficult to isolate the relative effects each variable has on the nature of principals' comments. Crosstabulations were undertaken so that the influence of school level and school type on the effects of pre-service institutions were controlled. It was found that there was a lack of a consistent relationship between the principals' comments and pre-service institution attended by the teacher.

School level

Principals' comments were analysed to investigate the influence school level might have on the nature of comments made. Only the primary and secondary teacher reports were compared as the numbers of pre-school, special and TAFE teachers were small.

For most characteristics, only very small differences between primary and secondary levels were evident. Nevertheless, for a few items there was a tendency for a higher proportion of primary teachers compared with secondary teachers to be reported as possessing the characteristic. These characteristics included:

- willingness to participate in professional development activities (44 per cent of primary teachers compared with 27 per cent of secondary teachers);
- warm approach (41 per cent primary, 28 per cent secondary) (note the interaction between school level and teacher sex discussed earlier);
- ability to cater for individual differences (30 per cent primary, 18 per cent secondary);
- willingness to accept advice and guidance (50 per cent primary, 40 per cent secondary).

On the other hand, secondary teachers were more often described as having a sound background knowledge of subject matter in curriculum areas (59 per cent of secondary teachers compared with 41 per cent of primary teachers).

School type

Some small differences between the government and non-government sectors were evident for a few characteristics. In particular, teachers of non-government schools were more frequently reported to:

- be concerned for punctuality (28 per cent of non-government school teachers, 12 per cent of government school teachers);
- be concerned for appearance (26 per cent non-government, 13 per cent government);
- have a knowledge of child growth and development (25 per cent non-government, 12 per cent government);
- display a genuine interest in and liking for children (51 per cent non-government, 35 per cent government);

- possess an ability to communicate effectively with students (33 per cent non-government, 21 per cent government);
- demonstrate an ability to maintain appropriate discipline (47 per cent non-government, 33 per cent government).

Teachers not Recommended for Full Registration

Of the 3334 teachers for whom principals' reports were completed from December 1982 to June 1984, seventy-nine or 2.4 per cent were not recommended for full registration. In seventy-six cases, it was recommended that provisional registration be extended, and in three cases, that it be cancelled. Of these seventy-nine teachers, fifty-two were beginning teachers, while twenty-seven had previous teaching experience.

A total of sixty-six different principals made the recommendations concerning these seventy-nine teachers. Thirteen principals each recommended that two teachers not be granted full registration. Many of these principals were managing schools to which large numbers of provisionally registered teachers had been appointed.

Principals' comments concerning the teaching performance of the 79 teachers tended to include a balance of positive and negative comments. In fact, an average of four positive and four negative comments was made about each teacher. It is interesting to look at those characteristics which attracted most frequent comment:

Characteristics attracting most frequent positive comments

- background knowledge of subject matter in curriculum areas (32 mentions)
- genuine interest in and liking for children or young people (30)
- ability to work in co-operation with other members of staff (23)
- willingness to participate in professional development activities (23)
- willingness to accept advice and guidance (22)
- ability to prepare and plan teaching programs (21)

Characteristics attracting most frequent negative comments

- ability to maintain appropriate discipline (42)
- ability to use classroom management techniques (27)
- ability to communicate effectively with students (21)
- willingness to accept advice and guidance (21)
- awareness of professional responsibilities (17)
- ability to prepare and plan teaching programs (16)

It can be observed from the above that many teachers were reported to possess positive qualities such as a sound background knowledge of subject matter and a genuine interest in their students. Discipline and classroom management, however, were the most frequent areas of concern mentioned by principals. Discipline problems were sometimes associated with the quiet or non-assertive personalities of certain teachers. Communicating with students and willingness to accept advice and guidance were also areas attracting negative comment.

SUMMARY OF FINDINGS

1. These findings are based on data obtained on 3334 provisionally registered teachers who were the subject of principals' reports between December 1982 and July 1984. In all but seventy-nine cases, principals recommended that provisional registration be converted to full registration.

2. The majority (62 per cent) of the provisionally registered teachers held a Diploma of Teaching as a pre-service qualification, although a considerable proportion (19 per cent) held a degree together with a one-year teacher education qualification. More teachers (44 per cent) gained their pre-service teacher education at Brisbane College of Advanced Education than from any other institution.

3. Twenty-four per cent of the provisionally registered teachers had prior teaching experience, with the majority of these possessing between one and ten years' experience. For the vast majority, this experience was gained outside Queensland.

4. The provisionally registered teachers were appointed to a total of 1146 kindergartens, pre-schools, primary, secondary, special schools and TAFE colleges. This represents 43 per cent of all such schools and institutions in Queensland.

5. Seventy-four per cent of the provisionally registered teachers were appointed to the staff of government schools and institutions, while the remaining 26 per cent held non-government positions.

6. Fourteen per cent of the provisionally registered teachers were teaching in schools in western or isolated parts of the State. An investigation of the Board's register revealed that, of fully registered teachers, approximately 4 per cent were teaching in western Queensland schools.

7. The majority of schools in which provisionally registered teachers worked had one or two such teachers on staff. However, in 1983, three schools each had ten provisionally registered teachers on staff. Those schools with a disproportionately high percentage of provisionally registered teachers were all in western Queensland.

8. The nature of principals' comments concerning the teaching performance of provisionally registered teachers varied considerably. They ranged from brief statements such as "satisfactory" to reasonably detailed statements. The variation was found to relate to principals' personal reporting style.

9. Principals made an average of 9.5 comments concerning each teacher; an overwhelming majority were of a positive nature.

10. Analyses were carried out to determine if any systematic relationship existed between reports of teaching performance and various other factors (i.e. sex, age and teaching experience, pre-service qualification and institution, school level and school type). In most instances, no systematic relationship was found. A small number of differences in principals' comments, however, was noted and described.

11. Principals' comments concerning the teaching performance of the 79 teachers not recommended for full registration tended to include a balance of positive and negative comments. The teaching qualities which attracted the most frequent negative comment included ability to maintain appropriate discipline, ability to use classroom management techniques and ability to communicate effectively with students.

APPENDIX

PRINCIPAL'S REPORT FORM

BOARD OF TEACHER EDUCATION

TEACHING SERVICE OF PROVISIONALLY REGISTERED TEACHER

PRINCIPAL'S REPORT

Postal Address: —
P.O. Box 389,
TOOWONG, Q. 4066

CYCLE CLOSING DATE

1 4 0 9 4 | | | | 0 1

Reg. No.:

Name:

School:

2 1 0 1

Date of appointment to school: / / **Date of cessation of duty at school (if applicable):** / /

Report of teaching performance (see over):

(a) Relationship with Students.

(b) Approaches to Teaching.

(c) Professional Qualities.

(d) Knowledge base for Teaching.

(e) Any other Comments.

Principal's Recommendation.

On the basis of the teacher's service at my school, and following discussion with the teacher, I recommend —

A. ☐ that full registration be granted

B. ☐ that provisional registration be extended

C. ☐ that provisional registration be cancelled.

Signature _____ Date _____

Provisionally Registered Teacher's Signature

I have sighted the above report and I understand that, in the event of a recommendation under B or C above, I may forward comments or the names of additional referees to the Board under separate cover.

Signature _____ Date _____

NOTES

In commenting on the teaching performance of the provisionally registered teacher, you may care to use the following summary of desirable characteristics of effective teachers. The summary is derived from a research project undertaken by the Board in which opinions on the desirable characteristics of beginning teachers were obtained from a large sample of teacher educators, school inspectors, principals, experienced teachers and beginning teachers. This summary is not intended as an exhaustive or exclusive list, but as a guide to aspects of teaching which might be considered under each heading. *

(a) Relationship with Students

- ability to communicate effectively with students
- genuine interest in and liking for children or young people
- enthusiasm in carrying out teaching role
- commitment to teaching
- patience and self-control
- warm approach
- ability to provide an appropriate atmosphere for learning
- resilience in the face of failure
- skill in interpersonal relationships
- flexibility in approach to teaching
- respect for opinions of others
- confidence in ability to perform teaching tasks

(b) Approaches to Teaching

- ability to maintain appropriate discipline
- knowledge of teaching methods in major curriculum areas
- ability to prepare and plan teaching programs
- ability to use classroom management techniques
- familiarity with curriculum guides, their aims and objectives
- ability to cater for individual differences
- ability to use assessment techniques in reporting and feedback
- skill in using questioning techniques
- possession of a range of teaching techniques

(c) Professional Qualities

- willingness to accept advice and guidance
- proficiency in the use of English
- readiness to seek advice
- industrious approach to teaching
- awareness of professional responsibilities
- ability to work in co-operation with other members of staff
- concern for punctuality and appearance

(d) Knowledge Base for Teaching

- background knowledge of subject matter in curriculum areas
- willingness to participate in professional development activities
- broad, general knowledge
- knowledge of child growth and development
- awareness of social and cultural influences (including the arts) on educational practices

* This grouping scheme is based on a factor analysis of responses made by principals, beginning and experienced teachers, teacher education lecturers and inspectors of schools to questionnaire items. For details see: Board of Teacher Education. The Induction of Beginning Primary Teachers. Toowong, Queensland: Board of Teacher Education, 1981.